

How Early Childhood Curricula, Early Learning Standards, ECERS-R, & Child Care Licensure Work TOGETHER



Jody Koon, Mia Sherard, Patsy Pierce
NC Office of School Readiness
Smart Start National Conference
March 9, 2006, 10:30 -12:00

Jody.Koon@ncmail.net; Mia.Sherard@ncmail.net;
Patsy.Pierce@ncmail.net

Feeling Overwhelmed?



- So many standards, so little time?
- We will share information demonstrating how standards work **TOGETHER** to enhance high-quality early childhood programs.
- Feel free to share these strategies with early childhood personnel back home!

Early Learning Standards

The National Context

Scott-Little, C. (February, 2006);
reprinted/adapted with permission

There are many different types of standards

- Program Standards
 - Facility Licensing Standards
 - Federally Funded Program Standards/Guidelines (e.g., Head Start Performance Standards)
 - State Program Guidelines (e.g. More at Four)
 - Accreditation Standards (e.g., NAEYC)
- Child-related Standards
 - Early Learning Standards (49 states have created)
 - Curriculum Standards/Objectives
 - Child Outcome Standards (e.g., Head Start Outcomes Framework)
 - Content
 - Performance

Definition of Early Learning Standards/Guidelines

- Document that articulates expectations for childrens' learning and/or development
- Can encompass a variety of types of expectation ranging from particular **content** knowledge to particular **skills** to particular **characteristics** that should be fostered
- Most states view Early Learning Standards as **observable** not measurable behaviors; Standards are written to be “not too general but not too specific”

Scott-Little, C. (February, 2006); reprinted/adapted with permission

Intended Purposes of Early Learning Standards

- Most states are using Early Learning Standards to guide instruction and professional development
- The next most prevalent usage includes guidance for child assessment and information sharing with families
- Least prevalent usage includes program accountability and evaluation

In North Carolina...

Foundations



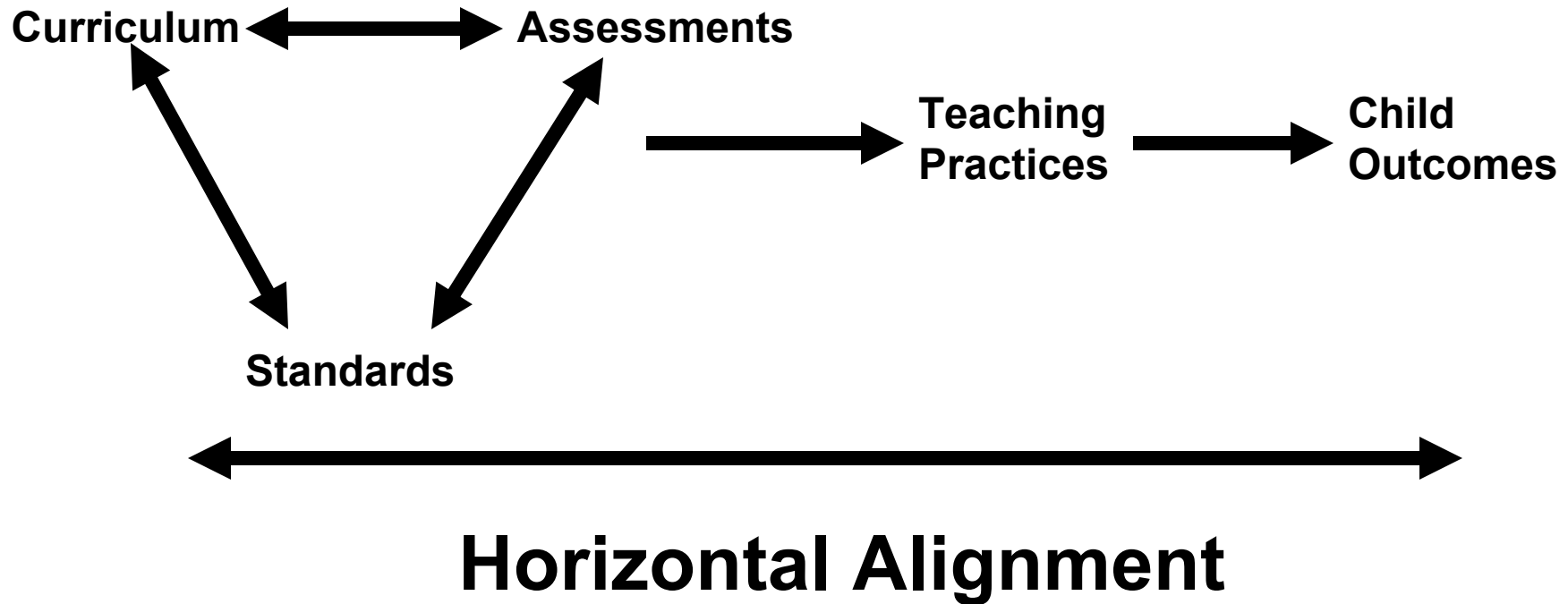
Early Learning Standards for North Carolina Preschoolers
and Strategies for Guiding Their Success

Purpose of NC Early Learning Standards Documents

- “To provide a description of the skills, knowledge and characteristics we hope children in North Carolina develop in order to support early educators/caregivers in their role”
 - Adopted 2/06 by Infant-Toddler Early Learning Guidelines development task force based on previous work by *Foundations: Early Learning Standards for NC Preschoolers and Strategies to Achieve their Success* task force

Importance of Standards Alignment

Make Early Learning Standards Part of a Coherent System



Vertical Alignment

NC K-12 Standard Course of Study



**Foundations: Early Learning Standards
for NC Preschoolers and Strategies to
Guide Their Success**



**NC Infant and Toddler Early Learning
Guidelines** (currently under development)

Alignment

- Helps create a sense of how programs fit together
- Can facilitate communication between programs
- Can facilitate a smooth transition between programs
 - Scott-Little, C. (February, 2006); reprinted with permission

Strategies for Enhancing Alignment

- Using same or similar domains/topic areas
- Using similar language whenever possible
- Explicitly showing how early learning standards are related to other learning standards, program standards or other elements of the “system”
 - Scott-Little, C. (February, 2006); reprinted/adapted with permission

“Togetherness” Strategies

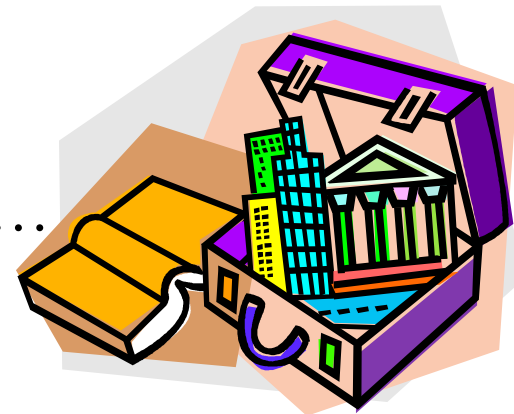
- Take a trip-use a travel analogy
 - Sample Power Point
 - Video “unpacking activity”: Intersecting interests
 - Guidance for the journey activity
- Make explicit connections among supports for a high-quality early learning program
- Offer professional development resources linked to standards

Child Development is a journey...

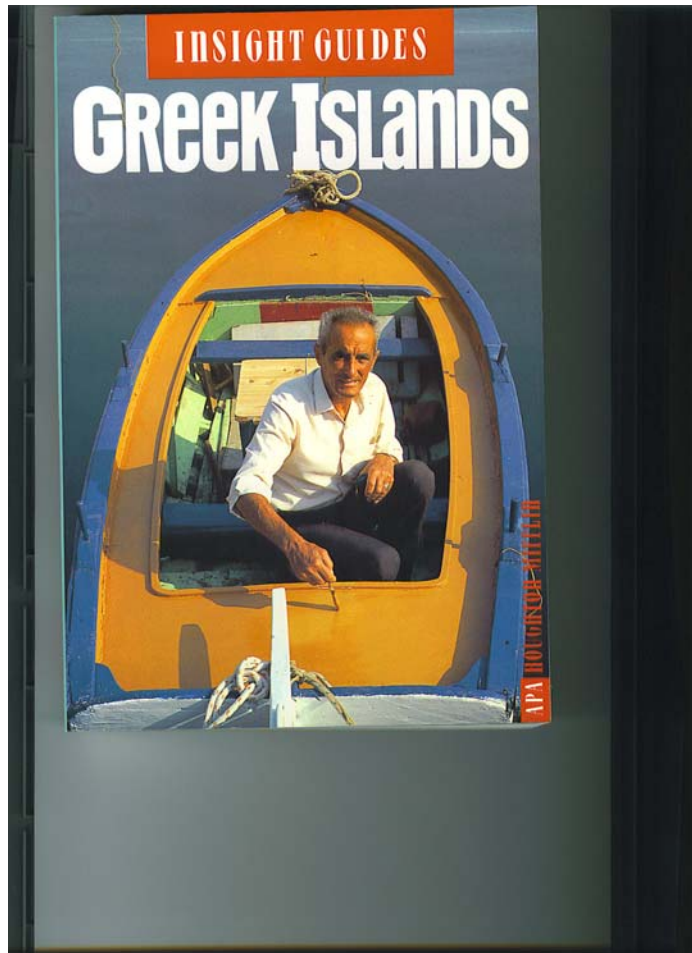
- Not a race!



So think about when you travel, what you take...



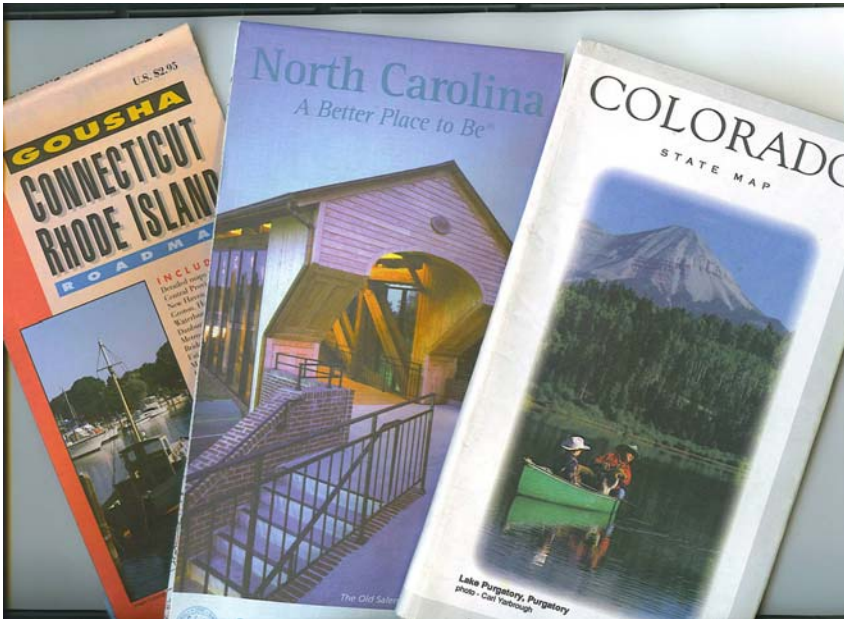
Early Learning Standards = Guide Book



- *Early Learning Standards*, like a guide book that shows you many of the wonderful sights you will see as a child grows, develops, and learns.
- *Early Learning Standards*, like a guide book describe many of the fun and exciting things you can do while traveling together with a child on this fascinating journey of development.
- *Early learning standards* help to answer the questions, “where are we going?” “what might it look like?” and “what might we do?”

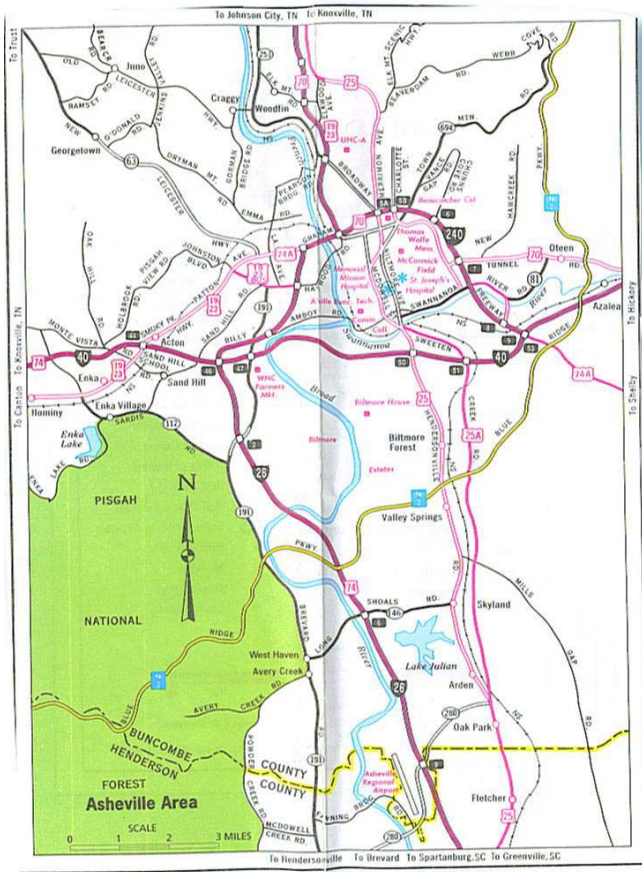
Curriculum=Map

- The curriculum or curricula that you use in the classroom (e.g., *Montessori*, *Creative Curriculum*, *OWL*, *Emergent*, *High Scope*) is the map that helps you to transport all of the children to that fabulous wonderland called learning, growth, and development.



Many “maps” are needed to help all children to develop!

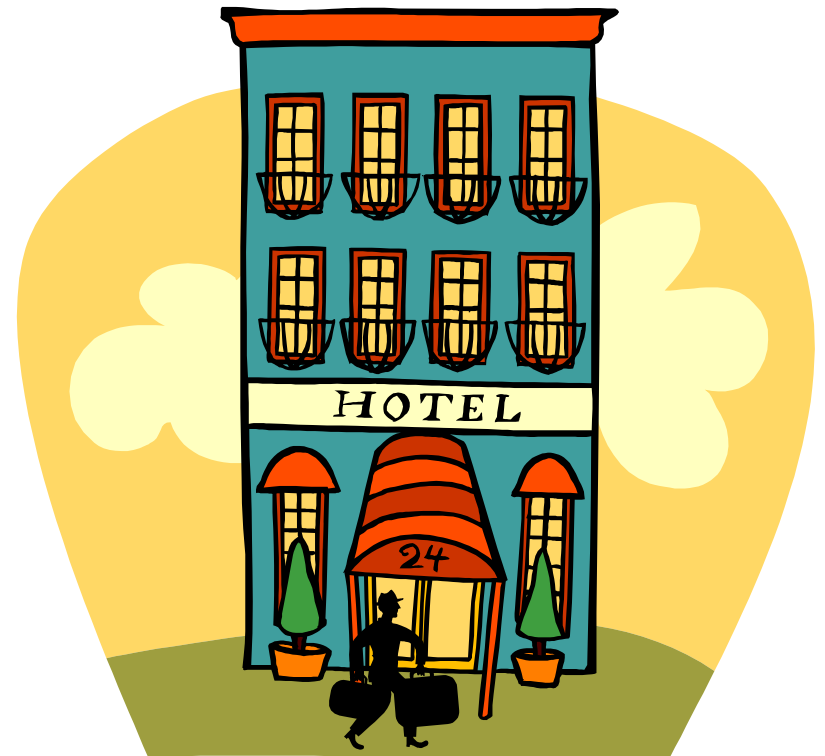
IEPs, Goals, Objectives, Plans = Street Map with Specific Directions



- Ongoing assessment helps you to develop specific goals and target areas for each child. These goals, including the IEP for children who need this plan, are the specific directions and strategies to help each and every child to have a safe, enjoyable and success journey in development.

Environmental Assessment/Standards

- ECERS-R (and other environmental assessments) and facility licensure: Your guides to creating the best possible learning environment
- In our travel analogy think of them as “hotel guides”!



Program Standards (e.g., NAEYC, state standards)

- Rules and regulations that ensure healthy, safe, and beneficial “journey”
- Rules and regulations that ensure that funds are appropriately allocated and spent
 - Think of program guidelines as the important things you might put in your wallet when you travel, e.g., passport, money, visa



Child Development is a journey...

- Use *Early Learning Standards* as a travel guide to help you know where you and your children are going, what you might see, and what you might do;
- Use curricula as the road map(s) to help you know how to get there;
- Use your IEP and other goals to ensure that each and every child reaches their destination
- Use environmental assessments and facility licensure to ensure best possible learning environments (no budget hotels!)
- Use program guidelines ensure appropriate budgets, safety, and tour guides (teachers!)

Intersecting Interests

What do you see children doing?	What do you see in the environment?	What do you see adults doing?	
--	--	--	--

Explicit Connections

Health and Physical Development

Foundations – NC Early Learning Standards:

- Children begin to explore a variety of equipment and activities that enhance gross motor development (e.g. balls, slides, locomotor toys, and assistive technology)

Creative Curriculum:

- Demonstrates basic locomotor skills (running, jumping, hopping, galloping)

High Scope:

- Moving in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching climbing)

ECERS-R:

- Gross motor equipment stimulates skills on different levels (ex. tricycles with and without pedals; different sizes of balls; both ramp and ladder access to climbing structure)

NC-DCD License (GS 110-91):

- Children should be exposed to many different experiences during their outdoor play time. Field trips and nature walks can greatly enhance the children's learning. Remember to include these types of activities in your outdoor playtime

Head Start Child Outcomes Framework:

- Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping

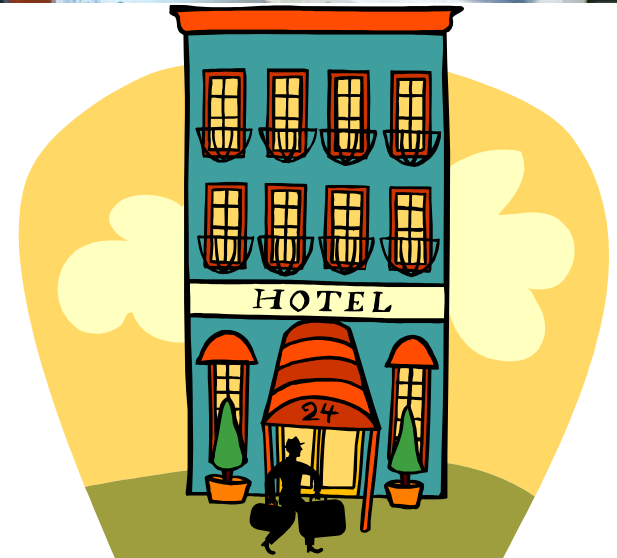
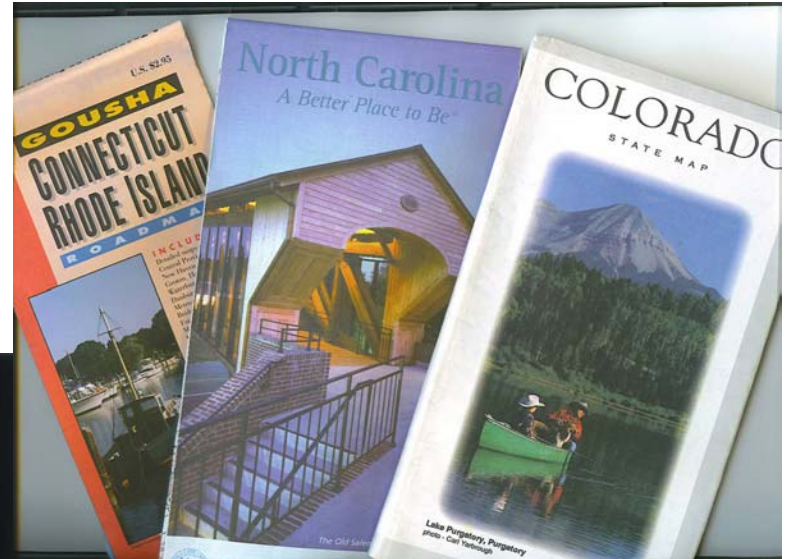
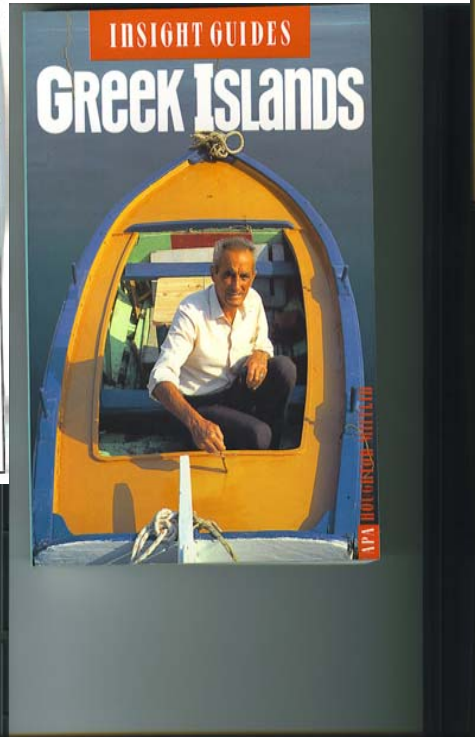
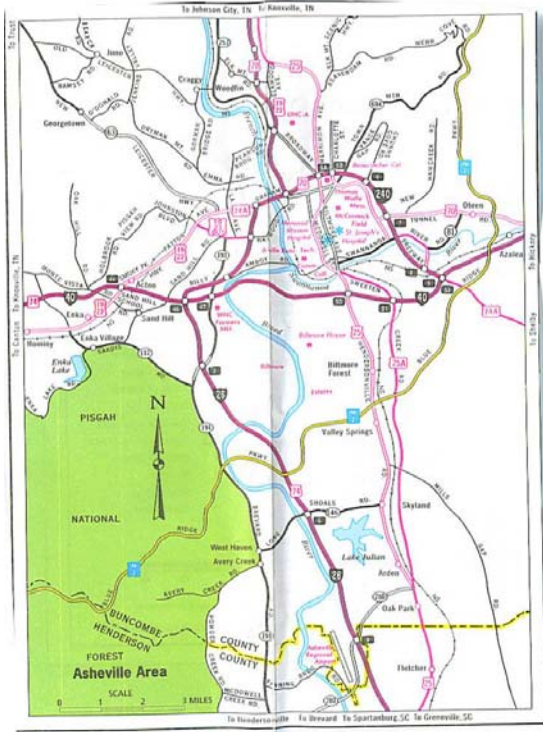
NAEYC Accreditation:

- Children have varied opportunities and are provided equipment to engage in large motor experiences that
 1. stimulate a variety of skills
 2. enhance sensory-motor integration
 3. develop controlled movement
 4. enable children with varying abilities to have large-motor experiences similar to those of their peers
 5. range from familiar to new and challenging
 6. help them learn physical games with rules and structure

Professional Development Resources

- *Resource Guide* [handout]
- *Crosswalks Toolbox* [handout]
- *Natural Resources Listserv* [handout]
- *NC Early Intervention Library* [handout]

What's Your Role in a Child's Journey



Using all of these supports..

- You, children, and families will have a GREAT TRIP!
- Have a Safe Journey Home

